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A 4th-5th grade social studies curriculum unit on compromise and the Declaration of Independence

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**A 4th – 5th Grade Social Studies Curriculum Unit on Compromise and the
Declaration of Independence**

By

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Museum Education and Childhood Development

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**Submitted in partial fulfillment of the requirements of the degree of Master of
Science in Education**

Bank Street College of Education

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I. ABSTRACT:

This Independent Study was written in partial fulfillment for a Master of Science in Education degree from Bank Street College. It is a ten lesson curriculum on the study of Compromise and the Declaration of Independence. It was designed for a fourth and fifth grade class in a progressive public school in New York City.

The goal of this curriculum is to promote critical thinking and discussion about the role of compromise in American history and present day politics through the examination of historical and contemporary contentious issues. In order to learn about the impact past compromises have had on the United States, students will study the historical events surrounding the writing of the Declaration of Independence. They will watch the film version of the musical *1776*, and study primary documents from this era. This will then lead to research on the national debate about current immigration reform in the United States. The class will become informed on different viewpoints about immigration in order to create a final project that informs their community about immigration reform. This curriculum is designed for a fourth and fifth grade classroom. Since it is specifically designed for a class that includes both grade levels it focuses primarily on the historical content presented in the fourth grade New York City K-8 Social Studies Scope and Sequence. Contemporary immigration, cooperation, and compromise are all topics that align with the end of the year fifth grade unit entitled *The Western Hemisphere Today*. The lessons in the curriculum incorporate the Common Core Standards for both grade levels.

II. RATIONALE:

The current state of the American political system glaringly emphasizes our elected representatives inability and unwillingness to compromise. This is evident in the constant media coverage on various issues that remain unchanged because of the gridlock that has come to define American politics in the last decade. According to the 2012 article in the *New York Times* by Jennifer Steinhauer, *Congress Nearing End of Session Where Partisan Input Impeded Output*, as a result of partisan politics and inefficient policies Congress ended their 2012 session as one of the most ineffective governing bodies in our nation's history. "The 112th Congress is set to enter the Congressional books as the least productive body in a generation, passing a mere 173 public laws as of last month...Partisanship and process have impeded measures that have traditionally been easy-peasy affairs..." This is a disheartening and disappointing example of the inability of our elected officials to work together to perform the job entrusted to them by their constituents.

It seems that in today's media and technology saturated world we are quick to revert to name calling and yelling over one another to make our individual beliefs heard instead of engaging in productive and respectful debate to find a mutually beneficial solution. If creating a more democratic society is our true goal then we must acknowledge and adhere to the belief that without compromise there is no foundation for it. The philosopher Trudy Govier (as cited in Carr, 2003, p.125) stresses the need for discussion, and the beneficial effects society experiences when people respectfully listen to one another.

Human beings may think individually as well as in dialogue, but we seek to confirm our thoughts, our words and reasonings about the world, together with other people. To do so we must listen to each other and, when appropriate, believe each other. To be able to do so, we must learn from each other. (p. 125)

If we agree with educational philosophers like John Dewey and Paolo Freire that it is our duty as educators to impart the noblest of democratic ideals to our students then it is our responsibility to ensure this trend of debilitating partisan politics does not continue on into the following generations. Throughout the literature on the topic of democratic teaching there is an emphasis on developing one's ability to listen to the opinion of another.

In the "Fourth Letter" of his book *Teachers as Cultural Workers: Letters to Those Who Dare Teach*, Freire (2005) highlights the virtues of tolerance and humility as necessary attributes for democratic teaching. Without tolerance, he believes, democracy is an impossible option because tolerance teaches us to respect and learn from our differences. For him humility helps him resist being "entrenched in the circuit of my own truth." (p. 72)

In fact, I cannot see how one could reconcile adherence to an ideal of democracy and of overcoming prejudice with a proud or arrogant posture in which one feels full of oneself. How can I listen to the other, how can I hold a dialogue, if I can only listen to myself, if I can only see myself, if nothing or no one other than myself can touch me? (p. 72)

Dewey and Freire believe that teaching is a political action. When teachers lead experiences in the classroom for their students they are involved in an important process of imparting the culture and traditions of the society to the next generation. Teaching democratic ideals is a main point in Linda Levstik and Keith Barton's (2011) book *Doing History: Investigating With Children in Elementary and Middle Schools*. "Education for

democratic citizenship requires that students learn to take part in meaningful and productive discussion with people of diverse viewpoints.” (p. 11)

What happens if the society and/or government we live in is far from our utopian ideals of what it should be? Perfection is impossible and because of this reality, controversy and conflict need to be discussed in the classroom. In George Hein’s (2012) account of Dewey he points out that Dewey did not believe in the existence of an “ideal (or absolute) state of being” and refused to accept that it would ever be reached (as cited in Hein, 2012, p. 26). “...Dewey’s philosophy leaves us in a state of uncertainty about how far we have advanced towards achieving a desired goal: no perfect state of democracy, perfectly satisfactory social justice, or ‘ideal’ aesthetic experience is possible. We can only strive to improve lives, move society in certain directions, or have an aesthetic experience.” (as cited in Hein, 2012, pgs. 26-27) With this in mind it is necessary to look at the failures that define our nation’s history, particularly when compromises have been made in an effort to reach a solution. Inevitably this will lead to debate and conflict in the classroom, but this is something that should be supported by the teacher because without conflict we remain a stagnant society.

It is the position of those who renounce conflict, the lack of which undermines the dignity of life. There may not be life or human existence without struggle and conflict...Denying conflict, we ignore even the most mundane aspects of our vital and social experience. Trying to escape conflict we preserve the status quo. (Freire, p. 83)

Educating students about the failures of our democratic system, especially at it’s earliest stages, opens the door for them to question those things they once took for fact. It is the purpose of curriculum, specifically social studies curriculum, to inspire this type of questioning that critically examines the past. In the book *The Middle Years of Childhood*

(1977) Patricia Minuchin explains that the curious tendencies exhibited by younger children will not always develop as children age. It is only when constant questioning is fostered and promoted by adults in the child's life that there is a continuation of this inquisitive path of learning. It is the role of the teacher to be responsive to the particular interests of the child.

Dorothy Cohen (1972) elaborates on this point in her book *The Learning Child*, and particularly notes that she believes it is at the age of ten when it is developmentally appropriate to address the questioning of human actions made in the past.

They must be helped to deal with multiple cause and effect relationships, both in the past and in the present, and to look at human dilemmas with greater attention to seeking out the factors involved in decision-making. To the extent that they, as adults, are less likely to sit in judgment on people, they are more likely to be concerned with changes in the conditions of life, and this they must come to by giving history a human dimension they can grasp. (p. 276)

Again, the point is emphasized that teachers are preparing their students for their future roles as participants in a democratic system of government. Through educational experiences students develop an understanding of motivators for human behaviors in the past in order to examine the influences on decisions being made today.

III. THE SCHOOL, CLASSROOM, AND NEIGHBORHOOD (ENVIRONMENT):

The School

The East Towne School (name has been changed) is one of six schools located in the Abigail Baker Education Complex (name has been changed) on the Upper East Side of Manhattan. East Towne is a progressive public school that accepts students from all five boroughs; therefore the majority of the students do not live in the neighborhood. The school goes from pre-kindergarten to the eighth grade and serves approximately 320

students. The mission of the East Towne community includes finding the individual voice of each child and building each student's confidence through project based learning.

The Abigail Baker Education Complex was built in 1923. It was converted from a public high school to house smaller learning institutions in 1995. Throughout the inside of the building it is clean and well cared for, but it does not seem major improvements have been made to it recently. At the main entrance of the building there is a guard stand in the lobby with a large sign welcoming you to the Abigail Baker Education Complex. Hanging from the ceiling, above the guard stand are the banners of the different schools located in the building. The doors to the large auditorium that is used by all of the schools are behind the guard stand, and there is a working elevator to your left. The two stairwells that are used by the East Towne School are to the right of the main entrance. There are several stairwells in the building, but those two stairwells are designated for the East Towne students and staff.

There are a number of painted murals on the beige walls that seem to have been done by students from the various schools. The East Towne School has classrooms on the east side of the school on the first, second, and third floors, with administrative offices on the second floor. Large fluorescent overhead lights in the hallways light the building and classrooms; the floors are all neutral tiled like the paint on the walls. There are large windows in the classrooms, and most of them are partially blocked by heavy shades. The hallways are slightly gloomy and cramped without any natural light, and darker floors than the classrooms. Teachers have bulletin boards outside of their rooms that are decorated with various work, and posters, mostly done by students.

The school is slightly chaotic in shared spaces, like the cafeteria, and the main lobby, since these are the places where all of the students from the various schools convene. The cafeteria is on the fifth floor, and is shared by all of the students in the Abigail Baker Complex. This means in the large shared space there are students eating lunch there from the high schools with the East Towne students. The East Towne students spend time in the cafeteria before their teachers bring them down to the classrooms in the morning, as well as during their lunch period.

The Neighborhood

The East Towne School is located in an education complex on 67th Street and 2nd Avenue. The school building, along with the basketball courts, and public playground connected to it takes up the entire block. Next to the school is the schoolyard, a large concrete area that is fenced in with several basketball nets, and a track around the perimeter. Next to this is St. Catherine's Park, a public playground that is not open to students of the East Towne School during the day, but is typically used by younger children from the neighborhood. Directly across the street from the school is a small branch of the New York Public Library, and the New York Blood Center.

The neighborhood surrounding the school is a mix of high-end residential, commercial, and medical buildings. Memorial Sloan-Kettering Cancer Center and Manhattan Eye Ear and Throat Hospital are two of the hospitals located in the neighborhood. Weill Medical College of Cornell University and The Rockefeller University are a few blocks away on York Avenue; both located along the East River. There are not many office buildings in the area, and most of the bigger buildings are used for residential apartments. The commercial space in the neighborhood is primarily used

for small restaurants, dry cleaners, and salons accommodating the hospitals in this location.

The Classroom

The classroom is on the third floor of the building and is located right next to the stairwell. When you first enter the room there is a bookshelf on your right, and a teacher's closet to your left. On top of the bookshelf is a container that holds the homework folders belonging to the students. Every morning the students put their folders with their completed homework into the bin, and it is one student's job to check the bin to take attendance. The folders are numbered 1-26, and all students have been assigned a number that ascends alphabetically by their first name.

There are lockers on the back wall to your left after you enter the room. The doors on the lockers have been removed, and serve as cubbies for the students to store their book bags, lunchboxes, coats, and other items they have brought with them to school. Inside the lockers are folder holders that contain all of the notebooks and folders the students need during the day. There are two rows of lockers with students' names written in white on strips of black paper. Most labels have two names on them with arrows pointing either up or down to signify which locker belongs to which child. The fifth graders in the class have the top row of lockers, and the fourth graders have the bottom row.

The classroom has large windows facing east that look out over the schoolyard. The noises from the schoolyard are frequently heard during the day. There are shades covering the windows that are always pulled halfway down, and having printed out images of famous works of art displayed on them. You look directly at these windows

when you enter the room. Students sit at large tables that are arranged in the middle of the room. The four larger tables sit five children, while the two smaller tables pushed up against the right wall (when facing forward) sit three students each.

The white board and Smart Board are at the front of the room where the teacher's area is located in the right hand corner. The teacher, student teacher, and classroom helper usually sit at a round table in this corner, this is also where the computer is located. In front of the boards is the rug area where the class meets for discussions, lessons, and morning meetings several times a day. Enclosing the dark blue rug are benches, a couch which students take turns sitting on, and bookshelves containing the class's library, used primarily for students independent reading time that occurs daily. The library is labeled and divided in different ways. Some of the books in the library are grouped by subject, some are grouped by genre, and some by authors.

There are various items hanging up on the walls, but all have a particular purpose to the classroom. In the front of the classroom, above the whiteboard, is a series of five hand drawn clocks that show the different times for specials each day with an actual clock in the center. On the board below to the left hand side is the daily schedule, and a list of the students' names. The other side of this wall in the front of the room is where the "Class Constitution" has been hung. This is also written by hand, and lists the rules that the students came up with to govern their classroom. All of their signatures are on the paper. The wall on the right hand side of the classroom is dedicated to the social studies curriculum. Above these items are handwritten signs that ask what are the big questions that the class will be thinking about during their unit of study.

Throughout the room are handwritten quotes, some attributed to famous people like Maya Angelou, others that have come from members of the class. They are all written on the black paper with white lettering that is a common theme to all of the signage in the room. Some are located above the lockers, others are attached to the sides of the tables where the students sit, and one or two are even on the front board.

IV. THE STUDENTS

The class includes both fourth and fifth grade students. The age range varies from eight to ten years old. The fourth graders that are eight are about to turn nine. Some of the fifth graders were in the same class last year as well. The students are at various levels regarding their academic abilities. A few of the fifth graders are working at a sixth grade level in math and reading, while other students still struggle with forming their letters and double digit addition.

It is an inclusive classroom, and several students have IEPs. The students with IEPs are completely integrated into the class. The class is made up of twenty-six students; there are thirteen fourth graders and thirteen fifth graders. There are five fifth grade girls, seven fourth grade girls, eight fifth grade boys, and six fourth grade boys.

The class is predominantly African American and Hispanic students. Most of the students come from middle-income working class families. There are a significant number of children who come from bilingual homes (predominantly Spanish speaking), and whose grandparent or parent immigrated to New York City. The school prides itself in having high family involvement.

In order to understand the age at a deeper level it is necessary to look at all factors of the developing child, including the physical, cognitive, social, and emotional aspects of their life. Patricia Minuchin (1977) supports this with the following quote from her book *The Middle Years of Childhood*.

We fragment the systems of growth to understand them better, but in doing so we partly violate the truth. In the end, we need to put the theoretical pieces together again, both horizontally and vertically, to connect the various systems of growth, so that we can see the trajectory of the child's development from the past, through present, to implications for the future. (p. 3)

The child between the ages of eight and ten is on the brink of adolescence. They are leaving behind the egocentric understanding of the world that defines their younger selves and entering into a more complicated and socially aware period of maturation.

Cognitive Development

Based on the research of Jean Piaget the psychological functioning transforms significantly during the middle childhood years and children enter into the “concrete operational” phase of their cognitive development (Cole, Cole, Lightfoot, 2009, p. 397). Transitions and changes in perspective fill the world of children between the ages of eight and ten years old. Their improved logical understanding allows them to better organize their thoughts and connect concepts to one another. At this age most children are dealing with a significant disequilibrium in their cognitive development. They are simultaneously engaging in more advanced thinking and gaining full mastery of basic skills, while becoming overly concerned with their final product. It is imperative that they have a non-judgmental space where they feel comfortable to experiment and not overthink the final product (Wood, 2003).

Children at this stage have improved their ability to organize their thinking and this allows them to come up with more flexible approaches to problem solving. This curriculum particularly supports this developmental stage because it presents contentious topics that need to be carefully considered and discussed. Students are asked to consider different opinions and various factors that go into the decision making process of past historical events and current issues we are debating in the United States. This particular group of students engage in class discussions and are excited to contribute their own opinions. In his book *Yardsticks* Chip Wood (2003) says that at the age of nine children are thinking about ethics in a new way and struggling to figure out what is fair and what is unfair. He also points out that the final product is important for them and they take significant time and care with their work. This is why the final project of the curriculum is free choice and allows students to take ownership of their work. The majority of students at this age are comfortable with their abilities as readers and can now read for information, which will allow them to do more independent research in their lessons. Finally, Wood states that cognitive growth at this stage allows for students to “work in groups; arguing, disputes about facts, rules” because they are constantly looking to explain the conditions of the world around them (Wood, p. 101). The questions put forth by this curriculum will challenge them to think differently about the past and to consider the role of diverse opinions in our political system.

Physical Development

Between the ages of 6-12 children grow significantly in size and strength, but more slowly than in earlier years (Cole, Cole, Lightfoot, 2009). It is during the middle childhood years that muscle development continues, and children gain greater control

over coordination making them able to perform more skillful tasks (Minuchin, 1977). According to Cole, Cole, and Lightfoot (2009) “The physical changes of middle childhood—continued growth, improved motor skills, and increased brain activity—are readily observable.” (p. 386) During this period of growth size and strength increase significantly. They have increased control over their fine motor skills. They become more agile, faster, and their balance and coordination improves. The physical changes that are occurring make a range of new activities possible for them.

The physical development occurring at this stage allows students to have more capabilities with their fine motor skills. This enables to do more complex and intricate projects. The skills needed to create their final projects will be supported by these physical developments.

Emotional Development

At this stage of emotional development children experience a decline in egocentrism. They are no longer only concerned with their individual needs and perspectives. With the increased amount of time spent with peers they are learning to define themselves as part of a social group outside of their immediate family. Along with this comes constant questioning about who they are and how they fit into the group. Children are becoming more adept communicating abstract ideas, they begin to consider the way they are perceived by others, and more fully understand the emotional motivations and discrepancies of human nature (Cole, Cole, Lightfoot, 2009).

Chip Wood (2003) describes this age as being deeply serious. Most children at this stage have developed the ability to understand other peoples’ points of view and are becoming less egocentric (Cole, Cole, Lightfoot, 2009). This is particularly supported by

the social studies curriculum because it highlights the importance of listening to the opinions of others. The group of students this curriculum is written for come from highly diverse ethnic and socio-economic backgrounds. There are children in the classroom who come from upper middle class families and others whose families are struggling with poverty. Therefore it is extremely important for all students, especially in this class, to build an understanding of each other's differences and learn the important skill of truly listening when someone else voices their values and beliefs. The lessons are designed to promote the development of the child's emotional capacity to think about an issue from someone else's perspective, while still critically thinking about the people who were historically denied their basic human rights because they were left out of the decision making process.

At the end of the curriculum students are given the chance to take part in educating their community about the current immigration debate and involve themselves in the democratic process through their choice of a final project. At least 75% of the students in the class are closely related to someone who has recently immigrated to this country. The countries they come from are varied and include such places as: Israel, Germany, Puerto Rico, Peru, and the Dominican Republic. Educating their family, friends, and other members of their community will give them a legitimate reason to participate in political issues that have had a direct impact on their own lives, though they might not yet realize it. This type of project also aligns with Erik Erickson's (1963) industry versus inferiority theory. According to Erickson, children judge their own industriousness by their ability to meet new challenges and responsibilities. If they are successful they maintain a positive self-esteem, however if they feel they have failed to

demonstrate that they are capable they judge themselves as being inferior and their self-esteem falters (Cole, Cole, Lightfoot, 2009). The curriculum uses this idea of industry versus inferiority by giving students the opportunity to become actively involved in a relevant issue like immigration reform.

Social Development

In her book, *The Middle Years of Childhood*, Patricia Minuchin (1977) says “social development includes the changing perceptions of people, relationships in the peer group, and the growth of moral reasoning and codes to govern social behavior.” (Minuchin, p. 4) As a result of the increased time spent with their peers, children begin to consider their changing roles in social groups. This happens along with their advancing cognitive ability to consider the perspectives of others, and it inevitably leads to increased changes in their social development. Cole, Cole, and Lightfoot (2009) also point out that “...one of the most significant changes of middle childhood is the emergence of peer influence as a form of social control, with considerable power to shape behavior.” (p. 459) This aspect of development will be examined in the social studies curriculum through the study of political parties influencing policy decisions.

In middle childhood the child’s sense of self changes significantly. According to Cole, Cole, and Lightfoot (2009) success is now measured in relation to the group. Social comparison now becomes a determining factor in determining one’s self worth. This is important to the curriculum because often the opinion of their peers deters students at this age from voicing their own opinions. This curriculum gives students various opportunities using different methods to voice their own thoughts and opinions. The lessons are designed to take into consideration the differentiated learners in the class and

their preferred method of participation by including activities like class wide debates, silent/written conversations, and a final project of their choice.

V. SOCIAL/CULTURAL ISSUES:

This class is made up of a diverse group of students. A significant number of students, around 75%, come from homes where either their parents or grandparents have immigrated to this country. Based on projects that were done in the beginning of the year to help build community in the classroom it is apparent that the majority of the students are very much connected to their extended families and identify with the different countries they came from before moving to New York. Some of the children in the class even go back to these countries frequently to visit relatives that still live there.

This unit will deal with discussions about sensitive topics like slavery and immigration. Again, the majority of the students in this class are either African Americans, or the child/grandchild of recent immigrants. The issue of racial prejudices and discrimination cannot, nor should it be, avoided in this curriculum. It is a sensitive topic but something that the students must feel comfortable and safe discussing in the classroom. The unique backgrounds of the students will give them a personal connection to the historical and contemporary issues they will be researching and discussing in these lessons.

VI. CURRICULUM UNIT: COMPROMISE AND THE DECLARATION OF INDEPENDENCE:

Outline of the Lessons for the Curriculum Unit Compromise and the Declaration of Independence:

This unit is designed to be taught in the second half of the school year. Based on the New York City Social Studies Scope and Sequence, framework for teachers teaching

K-8 social studies students have just finished their study of early New York history, including the Lenape Native Americans, the Age of Exploration, and colonization. Following this will begin their study of the American Revolution and Slavery. Both of these topics will be included in the historical connections made throughout the unit.

LESSON 1 (two-three day lesson):

LEARNING OBJECTIVES:

Students will make a decision about an important issue that involves the class, and will support their personal choice using their beliefs and opinions. They will state their opinion and contribute their reasons to a class discussion and in an individual written piece.

INTRODUCTION:

Inform students that they will be asked to make a decision about an important issue that will impact their daily lives as participants in the class. Two options will be put forth to the entire class. Inform students that they will have to make a decision as individuals about where they stand on the issue.

- Example: For the next month the class will either have no homework, but will stay in for recess to do extra work, or they will have homework and keep their recess.

ACTIVITIES:

Ask students to consider the pros and cons of each option. Chart on the board a list of the pros and cons that the students brainstorm together.

After creating the list together students will then make their independent choice about their stance on the issue.

WRITTEN ACTIVITY:

Students will write a one to two paragraph written opinion piece giving their reasons for why they chose their position on the issue of homework versus recess.

Common Core State Standards: CCSS.ELA-LITERACY.SL.4.1, CCSS.ELA-LITERACY.SL.5.1, CCSS.ELA-LITERACY.W.4.1, CCSS.ELA-LITERACY.W.5.1

LESSON 1 (continued DAY 2):

LEARNING OBJECTIVES:

Students will engage in a collaborative group discussion to summarize their main points for a debate between the two opposing sides of the issue.

ACTIVITIES:

The class will be divided into two groups, one group of students who were in favor of no homework with work time during recess, and the other group of students who were in favor of keeping homework and keeping recess.

- The class can be divided by the teacher ahead of time using the written prompts each student worked on, or the class can be polled at the beginning of class to find out each student's opinion of the issue.

Once the group is divided explain to them that they will engage in a discussion about their reasons for choosing their position on the class issue. As a group they will need to decide on the strongest reasons for choosing their position.

- Assign roles to students in the discussion groups so that every child has a responsibility (i.e. recorder, moderator, etc.).

The groups will discuss with their likeminded peers why they have made their decisions. They will use their writing pieces they did the previous day as a reference and record their ideas in order to present them later.

Following this the class will have a debate amongst a small group of students with differing opinions on the issue. They will be introduced to the "Socratic Circle" method of discussion.

- Socratic Circle Discussion: With a small group of students demonstrate the methods used for the discussion. A small group of students equally representing both sides of the issue will sit in a circle, the rest of the class will be sitting around them listening to their discussion and taking notes. Students inside the circle will use a pack of cards that have sentence starters that for comments they would like to make that promotes a respectful and informed debate. The pack of cards have the following labels on them:
 - Looping (meaning repeat what the other person said)
 - Opinion
 - Challenge
 - Evidence
 - Build

These sentence starters on the back of each card provide structure for the students during the discussion. For example, “I would like to add on...” “I disagree because...” etc. This group of students will present their ideas about the issue.

Following this discussion there will be a time for closing points. The entire class will be asked to share their ideas if there was anything that was left unsaid during the Socratic Circle.

Common Core State Standards: CCSS.ELA-LITERACY.SL.4.1, CCSS.ELA-LITERACY.SL.5.1, CCSS.ELA-LITERACY.W.4.8, CCSS.ELA-LITERACY.W.5.8

LESSON 1 (continued DAY 3):

LEARNING OBJECTIVES:

Students will experience the process of compromising amongst their peers in order to gain an understanding of the real life implications involved. Students will reflect on this experience in a journal entry at the end of the decision making process.

INTRODUCTION:

Inform students that now that they have listened to both sides of the issue they will need to come to a class decision on the issue. They will be given a limited amount of time to reach a decision, the majority of the class must agree on the decision, and they must consider both sides of the issue. The teacher will act as moderator throughout their discussion and will not voice his/her opinion about the issue.

ACTIVITIES:

The two groups that have been broken up based on their stance on the issue will come together in a class meeting to determine what should be done about the issue.

- Included in this would be a chance for them to compromise to come up with the final decision. It would be an experiment to see whether or not this is accomplished. Perhaps one group will overpower the other and get its way entirely. Allow the students to develop their own decision organically and make connections to the process of compromising (or lack thereof) after they have reached their decision. If they are unable to come up with a decision that is an excellent way to demonstrate the stagnant nature of many issues that require compromise, especially in U.S. political institutions.

CONCLUSION:

Students will discuss what they learned from the experience. In particular they will focus on the process involved with the decision they made, what it was like to take a stand on

the issue, and how the class came together to make a final decision about the issue. This will be the time the term “compromise” is introduced and defined by the class.

WRITTEN ACTIVITY:

Students will reflect on the process of compromising in a journal entry. How did they feel about the final decision? What was it like to come to a decision as an entire class? How was it different from the smaller group discussion when everyone in your group agreed with you?

Common Core State Standards: CCSS.ELA-LITERACY.SL.4.1, CCSS.ELA-LITERACY.SL.4.3, CCSS.ELA-LITERACY.SL.5.1, CCSS.ELA-LITERACY.SL.5.3, CCSS.ELA-LITERACY.W.4.1, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.4.3, CCSS.ELA-LITERACY.W.4.8, CCSS.ELA-LITERACY.W.5.1, CCSS.ELA-LITERACY.W.5.2, CCSS.ELA-LITERACY.W.5.3, CCSS.ELA-LITERACY.W.5.8

LESSON 2: Introduction to the film version of the musical *1776*

LEARNING OBJECTIVES:

Students will analyze the opening scene of the film *1776* in order to identify the setting of the Second Continental Congress, conflicts amongst characters, and important themes of controversy that set the stage for this historical musical. Using evidence from the film students will be able to give reasons for and against the idea of the colonies declaring their independence from England.

INTRODUCTION:

Introduce students to *1776*, the film version of the Broadway musical about the events surrounding the writing and signing of the Declaration of Independence.

Introduction Discussion Points:

- Inform students that throughout the unit they will be watching and analyzing scenes from the film version of the musical *1776* in order to gain a better understanding of the events that led to the writing and signing of the Declaration of Independence.
- Background Information on *1776*: The musical *1776* was based on a book by Peter Stone, with music and lyrics by Sherman Edwards. The musical first opened on Broadway in 1969 and was nominated for five Tony awards. It won for Best Musical that year. It was then made into a movie in 1972. It is based on the events surrounding the writing and signing of the Declaration of Independence. It focuses on the character of John Adams and his role in the convincing the Second Continental Congress to

declare America's independence from Britain ("1776: The Declaration of Independence," 2009).

ACTIVITIES:

Video Clip: "Sit Down John" & "Piddle, Twiddle & Resolve"

As the students watch the opening scene of *1776* have them look for the following:

- What do you see that tells you something about the time period?
- What characters/names did you hear? Are any of them familiar to you?
- Does the scenery remind you of anything?
- What information can you gather from the opening scene?
- What are they complaining/singing about in the opening scene?
- What are the problems members of Congress are having?
- Who is for going to war? Who is against it and wants to remain an English citizen?

After discussing the opening scene and their immediate observations and analysis watch it once more. This time ask students to listen carefully to the lyrics and the reasons why John Adams desires American Independence. What are his specific complaints against the British?

Important Quote from the scene: "For ten years King George and his Parliament have gulled, culled, and diddled these colonies with their illegal taxes, stamp acts, Townsend Acts, sugar acts, tea acts. And when we dared stand up like men they have stopped out trade, seized our ships, blockaded our ports, burned our towns, and spilled our blood." (Warner & Hunt, 1972)

Make a list together as a class that includes the grievances the colonists had against Great Britain. The list can include...

- illegal taxes
- stamp acts
- Townsend Acts
- sugar acts
- tea acts
- stopped trade
- blockaded ports
- burned towns
- spilled blood (killed colonists)

After watching this scene skip to 37:37 in the film *1776* to watch the scene where John Dickinson, delegate from Pennsylvania lists the reasons the loyalists to the British crown wanted to remain part of the British Empire. Make a list together with the students of these reasons. This list can include...

- protection

- tradition and history
- power (part of the most powerful empire)
- benefits of trade

WRITTEN ACTIVITY:

Based on the arguments between John Adams and John Dickinson who do you think was more convincing? Why do you say that? Provide specific reasons to support your opinion. Remember you don't have to agree with the person, but perhaps the way they presented their argument seemed more convincing to you.

Common Core State Standards: CCSS.ELA-LITERACY.SL.4.1, CCSS.ELA-LITERACY.SL.4.2, CCSS.ELA-LITERACY.SL.4.3, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.SL.5.1, CCSS.ELA-LITERACY.SL.5.2, CCSS.ELA-LITERACY.SL.5.3, CCSS.ELA-LITERACY.SL.5.4, CCSS.ELA-LITERACY.W.4.1, CCSS.ELA-LITERACY.W.5.1

LESSON 3: Historical Background

LEARNING OBJECTIVES:

Students will act as historians to analyze images and documents from the time leading up to the American Revolution to learn more about the reasons that motivated the colonists to break away from England.

INTRODUCTION:

Inform students that they will be historians for the class and will use their observation skills to make initial descriptions of primary documents and images from the 1700s. They will then use prior knowledge about the historical events that were occurring at this time to make interpretations about these sources and relate them to the issues discussed in the opening scene of the film *1776*.

Review with students the definition of primary resources and why it is important to use them when they learn about a topic and/or event that happened in the past.

MATERIALS/RESOURCES:

These materials/resources can be found in many of the books listed at the end of the curriculum in **Section VII: Children's Literature Resources**. Page numbers have been included to provide examples of reproductions of primary resources that are relevant to this curriculum unit.

ACTIVITIES:

In small groups students will use primary documents and other resources that give evidence for one of the reasons colonists wanted to separate themselves from British rule. Most of these primary documents will be directly related to the offenses John Adams mentions in the opening scene of *1776*. Each student will complete a graphic organizer about their document/artifact (Appendix: A1 & A2). As a group they will present their findings to the class and together will chart information the learned from their analysis about the events leading up to the American Revolution.

- A1 & A2 – There are two different worksheets for this lesson in order to provide more differentiation for learners. One of the worksheets is used for observations of a picture, and the other is used for recording information about a written document.

Common Core State Standards: CCSS.ELA-LITERACY.RI.4.1, CCSS.ELA-LITERACY.RI.4.3, CCSS.ELA-LITERACY.RI.4.4, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RI.5.3, CCSS.ELA-LITERACY.RI.5.4, CCSS.ELA-LITERACY.RI.5.5, CCSS.ELA-LITERACY.RI.5.7

LESSON 4: Introduction to Congress

LEARNING OBJECTIVE:

Students will learn more about the members of the Second Continental Congress that represented the thirteen original colonies. By watching the film *1776* they will identify historical figures introduced and make observations about the different opinions these men held about the divisive issue of independence from England. They will then do additional research on a delegate in order to find out more information about the delegate and their stance on independence. Students will use this information to participate in a role-playing activity where they will act out the part of the delegate they researched.

INTRODUCTION:

Introduction Discussion Points:

Remind students that they have already been introduced to John Adams, the main character in this musical.

Review together with the class some of the character traits they have learned about Adams, the representative from Massachusetts. Demonstrate how to fill out the “Delegate Information Sheet” (Appendix: A3). Point out the parts of the worksheet where they will need to do additional research on their delegate, which they will do after they watch the video clip.

Inform student that they are about to be introduced to more of the delegates in the Second Continental Congress. One person who is particularly famous, let's see if anyone is familiar with this next person?

Watch video clip 11:22 from *1776*.

Introduction of Benjamin Franklin, delegate from Pennsylvania (demonstrate how to use the fact/bio sheet for Franklin's character if the class needs more support with it.)

- What important points does Franklin make about the question of independence? Answer: It has never been done before!
- This also serves as an introduction of the issue treason vs. independence. It is important to the motivation of other delegates, whether or not they were in favor or against independence.
- Important Quote from Franklin about treason from the film. "You talk as though independence were the rule. It's never been done before. No colony has ever broken from the parent's stem in the history of the world." Video clip 12:50 (Warner & Hunt, 1972)
- "Treason is a charge invented by winners as an excuse for hanging the losers." Video clip 13:00 (Warner & Hunt, 1972)

Watch video clip 18:56 Continued History of the Second Continental Congress and the introduction of other members.

Activity Discussion Points:

At this point in the musical the audience is introduced to the rest of the cast (supporting players). Listen closely these are all historical figures and were part of the Second Continental Congress. What do we meet as we're watching this?

- Liomen Hall (Georgia)
- Steven Hopkins (Rhode Island)
- Edward Rutledge (South Carolina)
- Joseph Hewes (North Carolina)
- Colonel Thomas McKeel, Caesar Rodney, George Reid (Delaware)
- John Dickinson, James Wilson (Pennsylvania)

INDEPENDENT RESEARCH:

Using research materials in the class (see book list at the end of unit) students will research one of the delegates that was mentioned in the previous scene. They will complete their character bio sheet based on their independent research. (Included on the worksheet draw a symbol or picture that represents the delegate or the state they represent) Can you determine their opinion on the issue of independence?

ROLE-PLAYING ACTIVITY:

Act out the debate in Congress. Based on their research have students assume the role of the delegate they learned about and take a vote of the Second Continental Congress. Students must give their vote for independence using their knowledge of the delegate they are role-playing.

FOLLOW UP WRITTEN ACTIVITY:

After the role-playing activity students will reflect on the two sides of the issue of independence considered in the film *1776*. Ask them to compare it to their own experience of having a different opinion from someone else. They could use their experience from class in the previous lessons, their experience in the role-playing scenario, or other life experiences.

Common Core State Standards: CCSS.ELA-LITERACY.W.5.2, CCSS.ELA-LITERACY.W.5.7, CCSS.ELA-LITERACY.W.5.8, CCSS.ELA-LITERACY.W.5.9, CCSS.ELA-LITERACY.SL.4.1, CCSS.ELA-LITERACY.SL.4.2, CCSS.ELA-LITERACY.SL.4.3, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.SL.5.1, CCSS.ELA-LITERACY.SL.5.2, CCSS.ELA-LITERACY.SL.5.3, CCSS.ELA-LITERACY.SL.5.4

LESSON 5: Treason vs. Independence

LEARNING OBJECTIVES:

Students will engage in a silent written discussion about the issues that Congress faced during the American Revolution. They will think critically about the topics brought up in the movie *1776* and will write their own opinions of the historical events leading up to the war with England.

ACTIVITY:

“Silent Debate” A large piece of paper is given to each table with a question written in the center. Each student responds to the question, writing their own opinion. They then read what other students have written and can respond to them or write a new idea. After a few minutes the papers are rotated so each table has a new question to respond to. This is done silently with no discussion so that students can concentrate on reading what their classmates have written and crafting their responses.

- Possible Question: Based on what we learned as a class about the events leading up to this point in American history are they at war with Britain or are the colonists just defending themselves? What do you think?
- Possible Question: Were the delegates committing treason when they debated independence from Britain?

- Possible Question: Do you agree with the colonists for being angry with England? Were the colonists justified in feeling abused by England?
- Possible Question: Do you think American was really a free place for everyone at this time in history? Why or why not? Who was included? Who was not included in this new nation?

LESSON 5: Museum Visit to the New-York Historical Society

LEARNING OBJECTIVE:

Students will learn about the experience of colonists living in New York during the time of the American Revolution on a class trip to the New-York Historical Society. Through close examination of works of art and historical objects students will gain a deeper understanding of who was impacted by the American Revolution. They will consider the different opinions people had about American Independence, and whose voices were really being represented. It will provide background information for later discussions about the significant historical compromise made between Northern and Southern States regarding the issue of slavery in the Declaration of Independence.

ACTIVITIES:

Students will use their visual inquiry skills to observe and interpret the painting *Pulling Down the Statue of King George III, New York City* by Johannes Adam Simon Oertel and the instillation *Liberty/Liberté* by Fred Wilson.

Historical Background for *Pulling Down the Statue of King George III, New York City*:

1. This painting was done by the artist Johannes Adam Simon Oertel around 1852-1853.
2. This painting shows the ruin of the gilded lead statue of King George III of Great Britain in Bowling Green, N.Y., by the New Yorkers and Continental soldiery after the Declaration of Independence was read to Washington's troops on the Commons on July 9, 1776.
3. African American group and Native American group not in later engraving reproductions of this painting.
4. Fragments of the stone base and the statue are also preserved in the Society's collection.

DRAWING ACTIVITY for *Pulling Down the Statue of King George III, New York City*:

Students will have their own piece of drawing paper and a pencil. They will be asked to draw what they observe, concentrating on one specific area of the painting. After they have completed the drawing exercise they will have a group discussion about what they observed in the painting.

Questions to help facilitate the group discussion:

- What do you notice in this painting?
- What groups of people are shown in this painting? Who might they be?
- Whose voices are represented in the Declaration of Independence?

Liberty/Liberté by Fred Wilson

Ask students to walk around the entire display of the installation noticing the different objects Wilson includes in his work. Inform them that all of these objects are part of the museum's collection.

Questions to help facilitate the group discussion about *Liberty/Liberté*:

- What objects do you notice when you walk around this installation?
- Why do you think the artist chose to include these objects? What might they represent?
- Why do you think he arranged them this way?
- Do you see a connection between this installation and the painting of people pulling down the statue of King George? Why or why not?

Visit the Henry Luce Center on the third floor of the museum. Give students the opportunity to free explore around the space, concentrating on objects that have significant relevance to the American Revolution time period. An artifact study worksheet can be given to students to complete about an object they observe that grabs their attention. (Appendix: A4) Ask students to consider the following while they are walking around the collection of artifacts in the Luce Center...

- Who might have used these objects?
- Why are they significant?
- Why are they in this New-York Historical Society?
- What can we learn by studying these objects?

Common Core State Standards: CCSS.ELA-LITERACY.SL.4.1, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.SL.5.1, CCSS.ELA-LITERACY.SL.5.4

LESSON 6: Silent Voices of the Revolution

LEARNING OBJECTIVES:

Students will think critically about who was represented in Congress during the time the Declaration of Independence was written. Students will identify the different groups of people who did not have a voice in the debate for independence and how they were impacted by the American Revolution.

ACTIVITIES:

Look at *Pulling Down the Statue of King George in Bowling Green* (the painting from the New-York Historical Society) again. This time highlight the different groups of people that are part of the image and consider why the artist included them in the painting.

Show students the image of the etching done after the painting without the Native Americans and African Americans (Brenner, 1994, p. 66). Students will complete a worksheet comparing the original image with the one from the book (Appendix: A5). Help facilitate a class discussion about why these groups of people might not have been included in the widely dispersed etching done later.

WRITING ACTIVITY FOLLOWING MUSUEM VISIT & LESSON 6:

Write a narrative from the perspective of one of the groups of people we talked about at the museum that was not represented in the Second Continental Congress. Students will use resources from the classroom to inform the narrative. Use dialogue and description to develop experiences and events that your character might have experienced living in New York during this time in history.

Common Core Standards: CCSS.ELA-LITERACY.W.4.3, CCSS.ELA-LITERACY.W.5.3

LESSON 7: Slavery and The Declaration of Independence:

LEARNING OBJECTIVE:

Students will analyze a musical number from 1776 in order to understand the colonies dependence on slavery during this time period. They will map the Triangular trade route and discuss why this was so important to the American economy.

ACTIVITIES:

Students will view a scene from the 1972 film version of *1776* that discusses the moral dilemma members of the Continental Congress faced when debating the issue of slavery in the United States.

Video clip from *1776* starts 2:00:43, Watch the scene “Molasses to Rum to Slaves”

- This scene is dramatic, mildly provocative, and confronts an extremely sensitive topic. It is recommended that the teacher watch it first to make sure it is suitable for their particular class. Be sure to allow the students to voice their concerns/opinions about the scene afterwards.

As students watch this musical number have them list any geographic places they recognize. After the song is over ask the students to name the geographic locations they

heard in the song. List them on a chart in the front of the class. Hand out copies of maps and have them find these places on the map in small groups.

After they have had an opportunity to do this in small groups bring the class back together and discuss their findings. Introduce the term “Triangle Trade” and the importance of it to the colonies.

Locations mentioned in “Molasses to Rum” (Warner & Hunt, 1972):

- Boston (New England)
- Guinea
- West Indies Coast
- Antigua
- Jamaica
- Charleston

Guiding Questions:

- What is the congressman from South Carolina, Edward Rutledge talking about in this musical number?
- How did the congressmen react to what he was singing about?
- What areas/states/countries does he say benefited from slave trade?
- Where were the slaves brought from? How does he describe the way they travelled?
- Where were they sold?
- Who sailed the ships that brought the slaves to America?
- Who benefitted from the slave trade?

Common Core State Standards: CCSS.ELA-LITERACY.SL.4.2, CCSS.ELA-LITERACY.SL.4.3, CCSS.ELA-LITERACY.SL.5.2, CCSS.ELA-LITERACY.SL.5.3,

LESSON 8: The Cost of Independence

LEARNING OBJECTIVE:

Students will critically consider the decision made by the Second Continental Congress to amend the draft of the Declaration of Independence that abolished slavery. Students will compare the two versions of the Declaration of Independence written by Thomas Jefferson, and discuss the implications of removing this particular passage from the final document had on United States history. Students will confront the idea that compromise in this situation meant the continued enslavement of African Americans in the U.S.

- This is a particularly sensitive issue and it is imperative that students feel comfortable discussing the implications this decision had on American history.

Watch the clip from *1776* where delegates decide to take out the passage abolishing slavery in the final version of the Declaration of Independence. In small groups or together as a class read transcripts of the two versions of Thomas Jefferson's Declaration of Independence, one with the passage about slavery still in it and the final version.

Discuss with the class the fact that the Declaration of Independence had to be accepted by all the colonies. Allow students time to think about the implications of this decision and encourage them to share their feelings on the topic.

Questions to consider:

- For the delegates who wanted to get rid of slavery, what were some of the reasons they agreed to take out the passage that abolished it in the Declaration of Independence?
- Why do you think delegates had to compromise on this issue of slavery or independence?
- Is it right that the United States of America was founded on this idea of freedom but still had slaves? (Important to the discussion that Thomas Jefferson, the writer of the Declaration of Independence owned slaves)

REFLECTION ACTIVITY:

Why did the members of Congress have to compromise on the important issue of slavery or independence? What else could they have done to solve the issue? This is important to include because it gives children an opportunity to provide solutions for a real tragedy in American history. The enslavement of millions of Africans and their descendants is a terrible part of our history as a country and it is important for students to feel comfortable discussing their emotions and thoughts about it. For most of the students at this age it will be the first time they seriously consider slavery.

For children who do not feel as comfortable engaging in a class discussion provide a written activity or art project for them to share their feelings. Again, allow them time to consider how it might feel for someone living in the colonies at the time to hear the Declaration of Independence, but knew that they were not free. In a class like this that has both 4th and 5th graders a Socratic Circle discussion might be helpful, this will give more experienced students a chance to model a serious discussion for the younger students.

Common Core State Standards: CCSS.ELA-LITERACY.RI.4.1, CCSS.ELA-LITERACY.RI.4.3, CCSS.ELA-LITERACY.RI.4.9, CCSS.ELA-LITERACY.RI.5.3

LESSON 9: Immigration Reform in the United States

LEARNING OBJECTIVE:

Students will be introduced to the debate surrounding the contemporary issue of immigration reform in the United States. They will research the topic in order to learn about the issue and the different opinions people have about immigration. They will use newspaper articles, magazine articles, video clips, and political blogs to learn more about the issue.

Students will gather information from multiple resources concerning the same topic and form an opinion about the issue using a variety of resources.

DEMONSTRATION:

As a class students will watch a news broadcast dealing with the topic of immigration. The particular clip is from a website “the.Gov” that makes news broadcasts for school age audiences.

- http://www.pbs.org/newshour/spc/thenews/thegov/story.php?id=16274&package_id=634

Demonstrate for students how to take notes on the information presented in the video clip. Make sure to include both sides of the argument in the notes and who believes what and why.

ACTIVITIES:

The classroom will be set up into stations that students will rotate around in small groups. At each station there will be resources for students to read, watch, and observe information through various forms of media to gather information about the current debate on immigration. The purpose of this activity is for them to become informed about the topic and consider different opinions about the issue.

After students have rotated around the room to all of the stations have a full class discussion to highlight the different opinions students researched about immigration reform in the United States.

VISUAL ART ACTIVITY:

Students will create a visual representation of their own idea of immigration. This could be a reference to a historical event, a personal experience, or perhaps a family story that has been passed down from another generation. What does immigration mean to the student? Draw an image that relates to the idea of immigration and write a short paragraph describing it.

Common Core State Standards: CCSS.ELA-LITERACY.W.4.7, CCSS.ELA-LITERACY.W.4.8, CCSS.ELA-LITERACY.W.5.7, CCSS.ELA-LITERACY.W.5.8,

CCSS.ELA-LITERACY.RI.4.1, CCSS.ELA-LITERACY.RI.4.3, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RI.4.9, CCSS.ELA-LITERACY.RI.5.3, CCSS.ELA-LITERACY.RI.5.5, CCSS.ELA-LITERACY.RI.5.9

LESSON 10: Roadblock on the Road to Immigration Reform

LEARNING OBJECTIVE:

Students will continue to research immigration reform in the United States in order to understand what is being done by the government to address the issue. Students will learn more about the political structure of American politics and Congress's inability to compromise which has stalled the process of making progress on this issue.

ACTIVITY:

Students will watch clips of the highlights from the Senate debate and the Senate vote on immigration reform that occurred last year on CSPAN and NBC News websites. They will read an article about the current state of immigration reform in order to learn more about where the issue has stalled in the U.S. political system.

Students will discuss how the inability to compromise between political parties has led to an ineffective government. Students will consider the implications of no compromising in our current political system. They will then compare this to the compromises made during the writing of the Declaration of Independence.

<http://firstread.nbcnews.com/news/2013/06/27/19174577-senate-passes-sweeping-immigration-overhaul>

<http://www.c-span.org/video/?313610-6/immigration-bill-final-senate-vote>

WRITTEN ACTIVITY:

In a short essay students will consider the benefits and downsides to compromising about political issues. They will reference historical examples, make connections to modern day examples of compromises, and use personal experiences when writing this composition. This is an opinion piece that is meant to inform the reader on the topic of compromise. It also requires the student to use multiple resources and is meant to demonstrate the student's individual understanding of the positive and negative aspects of compromise.

Common Core State Standards: CCSS.ELA-LITERACY.W.4.1, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.4.8, CCSS.ELA-LITERACY.W.4.9, CCSS.ELA-LITERACY.W.5.1, CCSS.ELA-LITERACY.W.5.2, CCSS.ELA-LITERACY.W.5.8, CCSS.ELA-LITERACY.W.5.9

FINAL PROJECT:

Students will create a project to inform their community about the current immigration debate. They can choose whether to work independently or in a small group and can decide who their audience will be. This is meant to be a free choice project that allows students to explore an aspect of the debate that is of particular interest to them. The media in which they execute this project is also up to them, but it must be approved by their teacher. Possible suggestions...

- If available at the school students could work with the multi media specialist to put together their own broadcast about the immigration debate in Washington D.C. and will find a compromise for the two parties to agree on. They can work together to film a “future” news broadcast about the deal the House of Representatives reaches to address the issue of immigration.
- A written project like a public service statement or pamphlet to inform their community about the immigration debate.
- A newspaper article writing about a compromise reached by the House of Representatives about immigration reform.

Common Core State Standards: CCSS.ELA-LITERACY.W.4.9, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.SL.4.5, CCSS.ELA-LITERACY.SL.4.6, CCSS.ELA-LITERACY.SL.5.4, CCSS.ELA-LITERACY.SL.5.5, CCSS.ELA-LITERACY.SL.5.6

VII. CHILDREN’S LITERATURE RESOURCES:

This section includes a list of books that would be useful resources for this curriculum. The books give relevant background knowledge on the history of the events leading up to the American Revolution, the American Revolution, and the writing of the Declaration of Independence. There is a brief description of the book and page numbers for particularly relevant primary documents and images that relate the lessons. All of these would be useful to have in the classroom during the study since many of the lessons include additional research by the students. This is not intended to be comprehensive overview of all children’s literature pertaining to this time period; it is simply a sampling

of some resources that are available. Included in this list is also a teacher enrichment unit written by the New-York Historical Society that uses the film *1776* as well.

Blair, M. W. (2010). *Liberty or Death: The Surprising Story of Runaway Slaves Who Sided with the British During the American Revolution*. Washington DC: National Geographic.

- This book provides a more complete history of the life of enslaved Africans during the time of the Revolutionary War. It includes Lord Dunmore's Proclamation (p. 18) that emancipated the slaves if they joined the British army. It also has a chapter on slaves that joined the Patriots side as well. The reprints of the images are all in color which makes it a visually appealing book to look through. A map that shows the Transatlantic slave routes in the inside cover of the book would be valuable for Lesson (?). It also gives information about the aftermath of the Revolutionary War, and an epilogue that gives a description of what happened to some of the runaway slaves that fought for Britain after the war (pgs. 58-59). There is also an informative timeline in the back of the book about events that were relevant to the history of runaway slaves during the war.

Bobrick, B. (2004). *Fight For Freedom: The American Revolutionary*. New York, NY: Atheneum Books for Young Readers.

- This book has a timeline of important dates of events that occurred during the American Revolution on the inside cover. Full page color illustration of the engraving *The Bloody Massacre Perpetuated in King Street, Boston on March 5, 1770* by Paul Revere (p. 9). This would be used for the image analysis done by the students in this lesson. Each page is set up in a similar manner; one side has a written description of an event and an image on the opposite page that it correlates with. It concentrates primarily on battles of the American Revolution.

Brenner, B. (1994). *If You Were There in 1776*. New York: Bradbury Press.

- This book includes a brief description of several of the major cities during this time period, including New York City and Philadelphia (pgs. 55-73). There is even a page about the mob pulling down the statue of King George in Bowling Green (p. 66), which students will learn more about later in the unit when they visit the New-York Historical Society. There are plenty of illustrations of daily life, and written accounts of normal peoples every day lives taken from diaries. It also includes an illustration of the Boston Massacre

that was done around the time it occurred (p. 16) and a small reprint of Thomas Jefferson's first draft of the Declaration of Independence (p. 77).

Burgan, M. (2005). *We The People: The Boston Massacre*. Minneapolis, Minnesota: Compass Point Books.

- Short book with lots of pictures and large text. It gives a decent amount of background information on events leading up to the Boston Massacre, including descriptions of the Stamp Act, the Sugar Act, and the Townshend Acts. On p. 6 an excerpt from a document for the Library of Massachusetts that gives an account of the Boston Massacre. Throughout the book there are engravings of colonists protesting the acts. On page 17 there is a primary document written by the Sons of Liberty putting pressure on merchants to resist the Townshend Acts. Overall, an excellent resource for learners of various levels that includes primary documents and visual images of the people involved.

Burt, B. (2003). *The Eve of Revolution: The Colonial Adventures of Benjamin Wilcox*. Washington DC: National Geographic Society.

- This short book includes letters from the Wilcox family who lived in the colonies years leading up to the American Revolution. It gives diary entries and excerpts from their letters written in language that children will be able to understand. The pictures included in the book help comprehension as well. Charleston, Boston, and Philadelphia are all described in the book. Interactions with British soldiers, reactions to the acts imposed by the British crown, and descriptions of the cities.

Fink, S. (Ed.). (2002). *The Declaration of Independence*. New York, NY: Scholastic Nonfiction.

- Memorable book that provides the written words of the Declaration of Independence accompanied by illustrations of the signers that are acting out/symbolizing the words of the document. There is also a list of chronological dates in the back of the book that include events that led to American Independence from Great Britain and a glossary of terms that can be found in the Declaration of Independence with definitions.

Fleming, T. (2006). *Everybody's Revolution: A New Look at the People Who Won America's Freedom*. New York, NY: Scholastic Nonfiction, Byron Preiss Visual Publications Inc.

- This book gives descriptions about the various immigrant populations that joined the fight for American independence. It includes documents convincing Polish immigrants to join the Continental Army, famous Irishmen that fought in the war, and Jewish people that volunteered to fight. There is a

chapter on black soldiers that joined the war on the side of the Americans and this book includes a painting entitled Desperate Valor about the regiment of black soldiers from Rhode Island (p. 46). There are two chapters about Native American involvement in the Revolutionary War and one on the role of women during this time. The book pays specific attention to individuals that were involved in the war that fit into these broader categories.

The introduction includes the painting of the Sons of Liberty pulling down the Statue of King George with significant differences compared to the painting at the N-YHS (p.7). This will lead to an excellent comparison activity for students with the two images.

Fradin, D. B. (2002). *The Signers: The Fifty-six Stories Behind the Declaration of Independence*. New York: Walker & Company.

- Excellent resource to accompany the film 1776. There is a one to two page description of each signer of the Declaration of Independence. The author gives some biographical information about the man and then goes on to write about what happened after he signed the document. The book is organized by colonies so that the representatives of each colony are under that heading. There are also black and white illustrations that were done for the book that accompany each story. The New York delegates are found on pages 138-144.

Gondosch, L. (2011). *Six Questions of American History: How Did Tea and Taxes Spark a Revolution? And Other Questions about the Boston Tea Party*. Minneapolis, Minnesota: Lerner Publications Company.

- Condensed version of events leading up to the American Revolution. The book breaks up the reasons for the American Revolution into six points and provides a few pages of description about each. Images printed in full color accompany it and there are also photos of some artifacts from the Revolutionary War included as well. The reading level and the length of the descriptions make it an accessible resource for learners on various levels.

Meltzer, M. (Ed.). (1987). *The American Revolutionaries: A History In Their Own Words 1750-1800*. New York: Thomas Y. Crowell.

- This book provides first person accounts of what it was like to live during the Revolutionary War. The author uses excerpts from letters, diaries, journals, memoirs, interviews, ballads, newspapers, pamphlets, and speeches to authentic perspective of what it was like to live between 1750 and 1800. He concentrates on the experiences of average people living during this time. The book is broken up into chapters that contain first person narratives that pertain to different themes that are basically in chronological order.

Redmond, S. R. (2004). *Patriots in Petticoats: Heroines of the American Revolution*. New York: Landmark Books, Random House.

- Broken up into chapters with different themes, this book gives short biographical descriptions of various women during the Revolution. There are plenty of black and white illustrations and pictures to accompany the text. The size of the print is fairly large and the vocabulary used is not difficult which makes it accessible to learners on various levels.

The American Musicals Project at the New-York Historical Society. (2009). *1776: The Declaration of Independence*. New York, New York: Education Department at the New York Historical Society.

- The American Musicals Project at the New-York Historical Society published a Teacher's Resource Manual for 1776 in 2009. Included in the manual are related primary sources from the New-York Historical Society's collection that contribute to the teaching of Social Studies and English Language Arts. The curriculum also includes excerpts from Peter Stone and Sherman Edwards' script of 1776, which may be helpful to teachers looking for additional reading materials. There are also images included of the primary resources the manual references that belong to the museum.

VIII. COMPROMISE AND THE DECLARATION OF INDEPENDENCE **CURRICULUM STANDARDS:**

New York City Scope & Sequence

<http://schools.nycenet.edu/offices/teachlearn/ss/SocStudScopeSeq.pdf>

Grade 4 – Unit 3 Colonial and Revolutionary Periods

The American Revolution in New York City and New York State:

- The New England, Middle, and Southern colonies have distinct characteristics (social/cultural, political, economic, scientific/technological, religious) 1.1a, 1.1c, 1.2a, 1.2b, 1.3a, 1.3b, 1.4b, 1.4c
- Colonies furnish England with raw materials 4.1a, 4.1c, 4.1e, 4.1f
- The colonists resist British Parliament's revenues (Sugar Act, Stamp Act, Townsend Acts, Tea Act) 1.1a, 1.4a, 4.1a, 4.1d, 4.1f, 5.1a
- The Declaration of Independence as key document of the American Revolution 1.1b, 5.1a, 5.2b
- Strategic role of New York City and New York State in the Revolutionary War (geography, battles, key figures, role of Africans, Native Americans, and women) 1.1a, 1.4a, 1.3c, 3.2a, 3.2c
- Key New York City and New York State leaders and events of American Revolution 1.1a, 1.3a, 1.4a

Unit 4 The New Nation

Ideas/Ideals About Freedom:

- Foundations for a new government/ideals of American democracy (Mayflower Compact, Declaration of Independence, the United States and New York State Constitutions) 1.1b, 1.3c, 1.4a, 1.4b, 1.4c, 5.2a, 5.2b, 5.2c, 5.2d

Unit 6 Local and State Government

New York Government:

- The branches of New York State and local government (checks and balances parallels to federal government) 5.1a, 5.2d, 5.2e

The Constitution:

- Basic rights/responsibilities of citizens to participate in U.S., New York State, and local government (voting, jury duty, community service) 5.1a, 5.1c, 5.1e, 5.3e, 5.3f, 5.4

Grade 5 – Unit 2 The United States

Geography of the United States 9rivers, mountains, regions, states, deserts, landforms)

Colonization:

- The role of the English colonies in the Triangular Trade 2.3b, 2.3c, 2.4a, 4.1c, 4.1d, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d

Independence:

- Dissatisfaction with colonial rule 1.1a, 1.3c, 1.4a, 2.1b, 2.1c, 2.2d, 2.3a, 2.3c, 2.4a
- The road to revolution 1.1a, 2.1c, 2.2d, 2.3c, 2.4a
- Key events and people in the struggle for independence 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 5.1a

Unit 5 Western Hemisphere Today

Principles of Constitutional Democracy:

- The Declaration of Independence 1.1b, 1.3c, 5.1a, 5.1b, 5.1d, 5.3d

The Western Hemisphere Today:

- Perspectives on contemporary issues (economy, immigration, environment) 2.1c, 2.3a, 2.3c, 2.4b
- Contemporary immigration 2.1c, 2.3a, 2.3c, 2.4b
- Border disputes and national security 2.1c, 2.3a, 2.3c, 2.4b
- Cooperation and compromise 2.1c, 2.3a, 2.3c, 2.4b, 4.1d, 4.1e, 4.1f, 5.1e
- Effects of informational technology 2.1c, 2.3a, 2.3c, 2.4b

Common Core Learning Standards

<http://www.corestandards.org/>

Grade 4 – Reading Standards of Informational Text

- CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 5 – Reading Standards of Informational Text

- CCSS.ELA-LITERACY.RI.5.2 Determine two or main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 4 – Writing Standards

- CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 5 – Writing Standards

- CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 4 – Speaking and Listening Standards

- CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and

relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- CCSS.ELA-LITERACY.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 5 – Speaking and Listening Standards

- CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-LITERACY.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Appendix: A2

In your own words explain what a primary resource is and why it is useful to historians.

Write down some of the KEY WORDS OR PHRASES from the primary document you are reading in the box below:

How does this primary resource relate to the complaints John Adams listed about England in the scene we watched last class from the film *1776*?

Appendix: A3**Meet the Delegates from the Second Continental Congress!**

Name of Delegate: _____

Which colony do you represent? _____

Who are the other delegates that represent this colony with you?

Where do you stand on the question of independence? YAY or NAY (Please circle one)

If “yay” why do you think the colonies ought to be free from English rule?

If “nay” why do you think the colonies should remain under English rule?

Is there someone else in Congress that you think agrees with you?

If you are able to please name another delegate(s) that agrees with you and where they are from?

Please provide any further background information that may help us get to know you better.

Thank you for taking the time to fill out this informative and helpful form!

Sincerely,

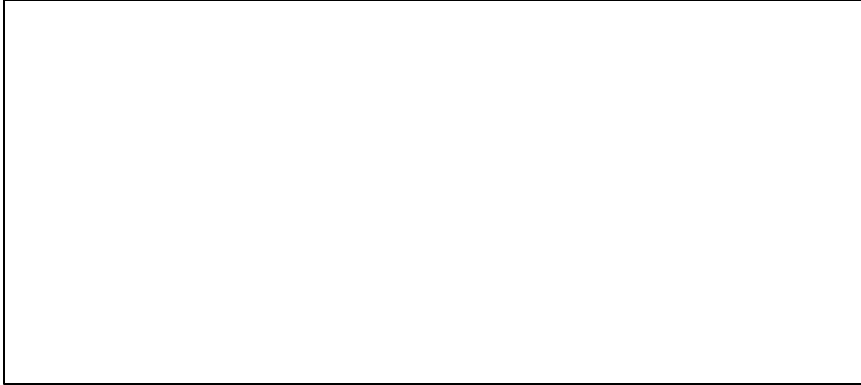
Charles Thomson

Secretary of the Second Continental Congress

Appendix: A4

Choose an object from the Luce Center that was used during the time the Declaration of Independence was written (between 1750-1800).

Sketch the object:



Why did this object catch your attention?

What do you think it was used for long ago?

Who might have used it?

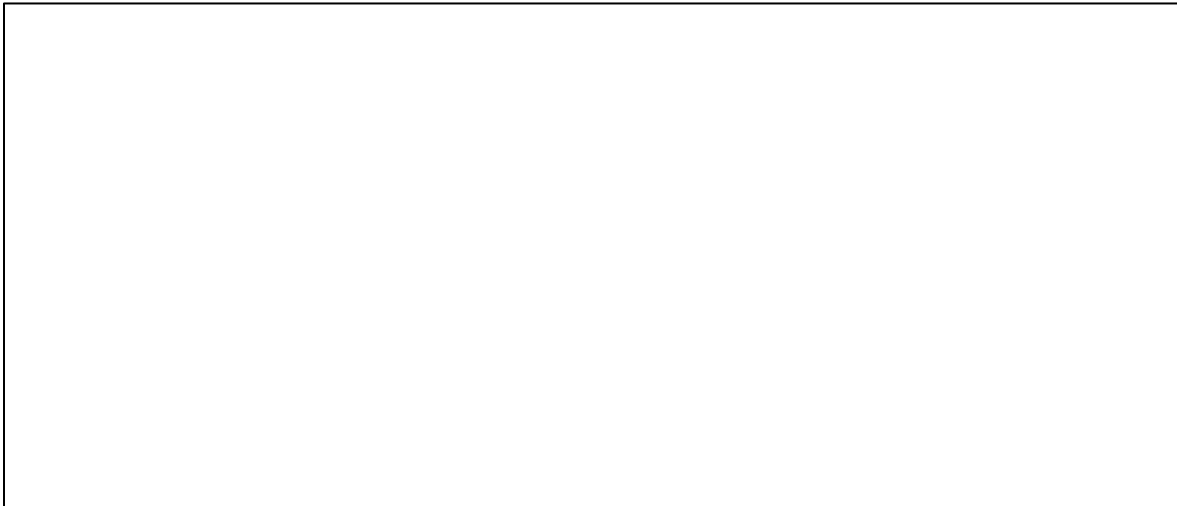
Appendix: A5

Look closely at the painting *Pulling Down the Statue of King George III, New York City* by Johannes Adam Oertel. Write down what you observe and what you learned about this painting at the New-York Historical Society in the boxes below.

My observations of the painting:

My I learned about this painting:

Compare the painting by Johannes Adam Oertel to the other version of the same painting. Closely look at both paintings. Draw one area of the new image of the same event that is different from the original Oertel painting.



Brainstorm a few reasons why these images of the same historical event in New York City might be different. List the ideas you come up with and we will discuss them as a class.

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